



# **IELA**

Idaho English Language Assessment

# 2006

## EXAMINER MANUAL

### General Instructions

**Form D**  
**Grades 6-8**

## Introduction

The Idaho English Language Assessment (IELA) is designed to assess the proficiency level of Limited English Proficient (LEP) students in the five areas of listening, speaking, reading, writing, and comprehension. The primary purpose of this assessment is to provide Idaho educators with proficiency scores for use in their schools, districts, and state, as mandated by the No Child Left Behind Act of 2001.

Uniform test administration is essential to ensure high-quality, reliable test data. To ensure this uniformity, the Examiner Manual outlines the responsibilities and procedures for the test. These step-by-step instructions are designed to protect the integrity and security of the test and, thus, make it fair for all students.

This Examiner Manual provides procedural information for administering Form D at the Grades 6-8 level. It includes both general and specific instructions, as well as scripting for questions to be read aloud to students. Before administering the test, examiners should read this manual thoroughly. It is preferred that the test be administered by qualified teachers of LEP students whenever possible. Examiners who have questions about the test or test materials should contact their district Test Coordinator.

**The Examiner Manual is a secure document.** It contains test questions and scoring information. It should not be duplicated or reproduced.

## Students to Be Tested

All students who have been identified as “limited English proficient” (LEP) within the district and schools will take the IELA. An LEP student is an English language learner specifically identified for a language development program for whom LEP funding was received. Not all English language learners are LEP students; for example, a student may not have been placed in an LEP program, or may have already exited a program. Districts and schools may elect to administer this test to their LEPX students who are still within the 2-year monitoring period after exit from an LEP program.

Examiners are instructed to contact their district Test Coordinator with any questions they might have about which students should be tested.

## Structure and Format of the IELA

The Idaho English Language Assessment is divided into four subtests, which will be presented in the following order: listening, speaking, reading, and writing. However, the order in which the subtests are administered may be modified from the order in which they are presented here. Each student will be tested in all four areas.

The assessment is designed to be administered by grade span. Students should take the grade span test that applies to their grade in school. If there are any questions about this, examiners should contact their district Test Coordinator.

Grade Span	Form
K	A
1-2	B
3-5	C
6-8	D
9-12	E

## Structure and Format of Form D

Grade span 6-8 students mark or write all their responses in their scannable answer booklets. For the Speaking Test, which is individually administered, the examiner is responsible for scoring each response and marking the score in the student's answer booklet.

All students in this grade span will take the same Listening/Speaking test using the Listening/Speaking Form D Test Booklet. The Listening Test is group administered; the Speaking Test is individually administered. For the Reading and Writing tests, students will be divided into a Beginner group and an Intermediate/Advanced group. These groups must be tested separately. Beginner LEP students will take Reading/Writing Form D1; Intermediate and Advanced LEP students (as well as any LEPX students being tested) will take Reading/Writing Form D2. The group to which the student was assigned was determined during the Count Collection Process.

This Examiner Manual contains general instructions for the examiner, directions and questions to be read aloud to students, and scoring guides where appropriate. The information to be read aloud to students is printed in *italics*. It is imperative that there be no variations on the scripted materials. All directions and scripting should be given in English. Instructions for the examiner are printed in **bold**. Other information appears in regular type.

## Required Test Materials

For testing LEP students in grades 6-8, examiners will need:

Materials per Student	Materials per Examiner
Listening/Speaking Form D Reading/Writing Form D1 or D2 Answer Booklet Form D	Examiner Manual Form D Listening CD Form D 1 extra Listening/Speaking D test booklet for demo 1 extra Reading/Writing D1 test booklet for demo 1 extra Reading/Writing D2 test booklet for demo 1 extra answer booklet for demo

In addition, both examiner and students will need No. 2 pencils with erasers and students will need scrap paper.

## Test Security

These test materials are secure and should be handled by qualified personnel only. No part of any test booklet or examiner manual (except where expressly stated) may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the district Test Coordinator, who will return all materials to TASA.

## Preparing for the Test

To prepare for testing, examiners should

- read this manual completely
- ensure that they have adequate materials for all students who will be tested
- notify students in advance of testing
- affix student barcode labels to answer booklets
- secure a CD player (or a computer with CD-ROM drive, sound card and speakers) for administering the Listening Test, and check the sound quality.

### Affixing the Student Barcode Labels

Before the testing session, it is the examiner's responsibility to affix each student's barcode label to an answer booklet in the space indicated. **The demographic bubbles on the answer booklet should not be filled in if a barcode label is available. Exceptions are boxes 10 and 11.**

### Non-Standard Participation

Fill in the Modified/Accommodated bubble (box 10) if the student is being administered a modified test form (e.g., Braille or Large Print) or is being given accommodations. (See "Guidelines for Testing Accommodations" on page 11.) Note that only students who have an ELP or IEP on file are eligible for accommodations.

### Non-Participation

If a student is not tested, fill in the appropriate bubble (box 11) to explain why.

### Students Without A Barcode Label

If there is no barcode label for an LEP student, it is the examiner's responsibility to complete (print and bubble in with a No. 2 pencil) the demographic information on the answer booklet. The examiner should write his or her name and school name in the spaces provided. Then fill in the grids as follows:

1. *Student name*: Print the student's last name, first name, and middle initial in the name grid. Fill in the corresponding circle for each letter.
2. *Race/Ethnicity*: Fill in the circle for the appropriate race/ethnicity of the student. Mark one only.
3. *Date of Birth*: Fill in the appropriate month, day, and year for the student's date of birth.
4. *Student ID Number*: Print the student's local identification number in the grid. Fill in the corresponding circle for each number. Use leading zeros if number is less than 9 digits.
5. *Native Language*: Print the code number associated with the student's native language in the grid. Request the language code numbers from your Test Coordinator. Fill in the corresponding circle for each number.

6. *Grade*: Fill in the circle that corresponds to the student's grade in school.
7. *Gender*: Fill in the circle for the appropriate gender of the student.
8. *Date Placed in LEP Program*: Fill in the month, day and year the student was first placed in an LEP Program in the U.S. to the best of your knowledge. If unknown, leave blank.
9. *Special Codes*: Fill in any of the circles that apply to this student. The codes are:

FRL	Free or Reduced Lunch Program
TIA	Title I-A
MIG	Migrant Student/Title 1-C
GAT	Gifted and Talented Program
NOD	Neglected or Delinquent
HML	Homeless
SPE	Special Education Program
LEPX	Exited out of an LEP Program within the past 2 years
LEP1	New to a U.S. school within the last 10 months

10. *Non-Standard Participation*: Fill in the Modified/Accommodated circle (box 10) if the student is being administered a modified test form (e.g., Braille or Large Print) or is being given accommodations. Note that only students who have an ELP or IEP on file are eligible for accommodations.
11. *Non-Participation*: If the LEP student is not tested, fill in the appropriate circle (box 11) to explain why. Mark one circle only.

### Scheduling the Test

Use the following as approximate times for scheduling purposes. These times do not include the time needed to hand out and collect test materials since that will vary with the size of the group.

Section	Group or Individually Administered	Estimated Time	Estimated Time for a Combined Session
Listening	Group	40 min.	
Speaking	Individual	12-15 min per student.	
Reading (D1)	Group	15 min.	35 min.
Writing (D1)	Group	20 min.	
Reading (D2)	Group	30 min.	60 min.
Writing (D2)	Group	30 min.	

Because of its length, it is not recommended that the listening test be administered in the same session as either of the other group-administered tests. However, the reading and writing tests may be administered together if the examiner chooses.

### **Setting for the Test**

The test setting for the individually-administered speaking test is a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials.

The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer booklet, and a No. 2 pencil.

Examiners should place a “Testing: Do Not Disturb” sign on the door of the testing site.

### **General Instructions for Test Administration**

Specific step-by-step instructions and script are provided for the administration of each part of the test. The specific sections are organized as follows:

- Listening – page 15
- Speaking – page 19
- Reading – Form D1 – page 33
- Writing – Form D1 – page 39
- Reading – Form D2 – page 45
- Writing – Form D2 – page 49

The students will be asked to mark or write an answer to each question in the answer booklet or to speak their answers aloud to the examiner.

Because this is an English language proficiency assessment, students must respond in English in order for responses to be considered correct.

For the Speaking Test, the examiner is responsible for marking the student’s answers in the answer booklet during test administration. Examiners will mark BL (blank) for no response, or 0, 1, 2, 3, or 4. Examiners listen to the student’s response, score the response based on the scoring guide, and mark the score in the answer booklet. Examiners will find a scoring guide for each question below the question script in the Examiner Manual.

## Determining the Appropriate Reading/Writing Test Form

During the November Count Collection process, teachers determined which level test was appropriate for each LEP student in their group and provided that information to the Test Coordinator. Please refer back to your notes from that time. If you are still unsure which form is appropriate for a particular student, you may use the Locator Tool. This is available online at:

**<http://www.boardofed.idaho.gov/lep/LEPAssessment.asp>**

## Using the Scoring Guides

Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. It also provides examples of answers that should receive partial credit. These examples are intended to be guides, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. The examiner should use his or her best judgment to score the answer, based on the information provided in the scoring guide.

General information for scoring student responses:

- If a student does not respond, mark *BL* for blank or no response.
- Some examples of responses earning no credit (i.e., a score of “0”) are as follows:
  - ◆ Student answers in a language other than English.
  - ◆ Student’s response is poorly articulated and cannot be understood.
  - ◆ Student gives a nonverbal response, such as nodding or pointing.

Prior to testing, the examiner should review each question’s scoring guide to gain familiarity with the responses that are required for each question.

## Prompting or Repeating Test Information

*Prompting* is the provision of additional information to students during administration of the assessment. Prompting includes

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

- To clarify the student’s response, the examiner may say,
  - ◆ *I don’t understand what you said.*
  - ◆ *Can you tell me more?*

- If the student answers in another language, the examiner may say,
  - ◆ *Can you say that in English?*
- The examiner may repeat directions, if necessary, but must do so before the child begins a response.
- If there is a distraction or interruption, the selection or question may be repeated.
- If a student asks for a question to be repeated, the examiner may repeat the question only once.
- If the student still does not understand what is being asked, the examiner should score that question as though the student gave no response (*BL*).
- The examiner must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.
- The examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the examiner should move on to the next item or task and score the item as “no response” (*BL*).

### Testing Absentees

Examiners should make an effort to see that all LEP students in the school are administered all sections of the IELA. If a student is absent for a particular testing session, please schedule a make-up test for that student, as long as you can do so within the testing window.

If a student was pre-registered, but is absent for the entire period of the testing window, place the student's barcode label on a blank answer document. Fill in the appropriate Non-Participation bubble. Reasons for non-participation may be: absence during the testing window; excused for special circumstances (e.g., extended resource); unknown student; or withdrawn from school.

### Guidelines for Testing Accommodations

Since the IELA is not an academic content area assessment, as is the ISAT, many of the accommodations available to students for the ISAT are not appropriate for the IELA.

The fact that the IELA is an untimed test and that there is considerable graphic support should assist with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations, as long as these do not alter or invalidate test results.

**Who may be accommodated.** Any student who is given accommodations **must** have an Educational Learning Plan (ELP) or Individual Education Plan (IEP) on file with specific accommodations indicated and language proficiency growth goals and benchmarks. Each student who is provided accommodations must indicate they are taking an accommodated version of the test on the answer booklet (in the Non-Standard Participation box). The test administrator should be aware of the potential for these accommodations to invalidate the test scores. *Accommodations should only be used when absolutely necessary.*



**Allowable accommodations.** The following is a list of allowable accommodations:

- 504 type accommodations (physical disabilities, mobility issues, etc.)
- Separate testing setting, small group or individual administration
- Objects or markers to assist with maintaining place on the page
- Administration of the test at home, in a hospital, or any other required setting by school personnel
- Any additional “non-linguistic” accommodation required that would not interfere with test validity
- Teacher uses highlighters or any similar device to distinguish words or key phrases within text
- Noise buffers
- Breaks within sections, except as these are part of the standard administration procedures (breaks between sections are not controlled)
- Student reads questions aloud to self (must be taking the test in a separate room)
- Repeating questions
- Orally read test questions in English (other than reading passages) or audiotape test questions in cases where student would normally read the question
- Read, reread, paraphrase or simplify test directions in English (not test items or test item directions)
- Explanation of test directions in English (not test items or test item directions)
- Direct translations of test directions into Native Language (not test items or test item directions)
- Sign test directions to students (not test items or test item directions which students would normally read themselves)

**Non-allowable accommodations.** If these accommodations are used, the test scores will be invalidated. The following accommodations are not allowed:

- Test administration in a language other than English, either orally or in writing
- Translation of assessment into any language other than English
- Translation of assessment into sign language
- Use of monolingual English dictionaries, bilingual dictionaries, or other similar comprehension aids
- Responses in native language

**Visual Impairments.** The IELA is available in Braille and Large Print. If your district would like to request either a Braille or Large Print version, please fill out and fax an IELA Test Accommodations Order Form to TASA, Inc. at (845) 277-8104 (Attention: IELA Test Coordinator). A form can be downloaded from:

**<http://www.boardofed.idaho.gov/lep/LEPAssessment.asp>**

**Deaf and Hard of Hearing Students.** Lip-reading for those students who possess this ability may be possible for those parts of the test where the teacher reads the test questions aloud. A copy of the Listening Test Script is available and may be ordered using the IELA Test Accommodations Order Form, so that an examiner may administer the Listening Test to a deaf student with lip-reading ability. For the Speaking Test, a deaf student with lip-reading ability must also have the ability to answer in spoken English; otherwise the test should not be administered to him or her. IEP teams should make such determinations on a case by case basis. The Listening and Speaking prompts should not be translated into sign language. Doing so is equivalent to translating into another spoken language, such as Spanish, or Arabic, and thus would invalidate the test. However, those Reading and Writing prompts meant to be spoken by the teacher may be translated into sign language if necessary.

### Post-Test Instructions

Examiners should check that all student answers/scores for the listening, speaking, reading and writing sections of the test are marked on the student's answer booklet. Once answer booklets are checked, the completed answer booklets should be placed in the Scoring Services Envelopes provided. If more than one Scoring Services Envelope is used, mark them "1 of x," "2 of x," etc.

Examiners should also complete an Examiner Identification Sheet, following the directions given on the sheet, and place this sheet in the Scoring Services Envelope along with the completed answer booklets. If more than one Scoring Services Envelope is used, place the Examiner Identification Sheet in the envelope marked "1 of x." District and School Information on the Examiner Identification Sheet should show through the envelope window. Note that a separate Examiner Identification Sheet must be filled out and a separate Scoring Services Envelope used for each grade span.

Examiners are responsible for returning all test materials to the Test Coordinator. These include:

- the Scoring Services Envelopes, containing completed answer booklets and an Examiner Identification Sheet
- the used and unused student test booklets
- the unused student answer booklets
- the Examiner Manual
- the Listening CD

The district Test Coordinator will ensure that all test materials are returned to TASA immediately after the testing window is closed, or after all students are tested.

**Checklist for Grade 6 – 8 Examiners**

Use the following checklist as an easy guide for all test activities to be completed.

**Before Testing**

- ☐ Read your Examiner Manual. Become familiar with the procedures, script, and scoring guides.
- ☐ Check your materials. Make sure you have enough for all LEP students.
- ☐ Affix the Student Barcode Labels to the Form D answer booklets. If any student is missing a barcode label, bubble in his/her complete demographic information on the front of the answer booklet.
- ☐ Gather No. 2 pencils and scrap paper for all students.
- ☐ For the Listening test, locate a CD player or computer with sound card and speakers. Test the CD and sound quality.
- ☐ Prepare testing sites.
- ☐ Schedule group and individual test administrations. The 2006 testing window is March 1 – April 14.

**Testing**

- ☐ Monitor students when testing in a group.
- ☐ Administer one-to-one Speaking tests as scheduled.
- ☐ Keep testing sites quiet.

**After Testing**

- ☐ Make sure all student answer booklets are completed, including the requested demographic information if there is no student barcode label. Schedule make-up test sessions for any student who was absent on a test day.
- ☐ Complete 1 Examiner ID Sheet per group\*. Put it, along with the answer booklets, in a Scoring Services Envelope.
- ☐ Return the Scoring Services Envelope(s) plus all used and unused test materials to the Test Coordinator.

*\*A group may be defined as all LEP students in grade span 6 – 8 in a single school, tested by a particular examiner.*

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